

**Annual Planning Report  
and SWOTS Analysis**

**Department of Classics**

**May, 1997**

**submitted by  
Dr. Thomas J. Sienkewicz, Chair**

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## Mission Statement

The goal of the Classics Department is to inform the Monmouth College student body at large about the issues, ideas, culture, and language of the ancient Greeks and Romans and to illustrate ways in which these civilizations influence and interact with life in the late twentieth century. In order to accomplish these objectives, the department offers a variety of courses which are designed to serve the needs of all Monmouth College students, not just majors and minors. Indeed, there is no course offered in the department which is exclusively taught for majors or minors. While some courses require competency in reading Latin or Greek, this level of proficiency can easily be reached by students who will not be majors or even minors.

While the department offers a personalized, broad, and rigorous program to meet the specific needs of those who wish to major or minor in Latin, Greek, or Classics, many other students are also served by the department, especially through the general education program. The department views its mission as serving the college at large by addressing the curricular concerns of both the general education student and the occasional Classics major or minor.

A glance at the curriculum offered by the Classics Department illustrates a broad spectrum of courses offered in language, literature, history, art, sport, urban planning, and other topics. Assignments in Classics courses are designed to take advantage of the unique skills, interests, and background of individual students, who are encouraged to submit their course work not only in the form of traditional term papers and written reports but also as oral presentations, artwork, and websites on the internet.

## **I. SWOTS Analysis (Summary)**

### **A. Strengths:**

- 1.) **an innovative, nationally-recognized Classics curriculum**
- 2.) **flexible, caring, and inclusive curriculum**
- 3.) **integration of the Classics curriculum into the college's general education program**
- 4.) **healthy enrollments**
- 5.) **high visibility among high school Latin programs**

### **B. Weaknesses:**

- 1.) **Staffing**
- 2.) **Technological limitations**

### **C. Opportunities:**

- 1.) **Word Elements CLAS224**
- 2.) **State Latin Tournament 1998**
- 3.) **Trip to Rome in 1998**

### **D. Threats:**

- 1.) **Growing institutional emphasis on major programs**
- 2.) **Internationalization of the MC curriculum**
- 3.) **Lack of Financial Backing for AIA by the College**
- 4.) **Elimination of Classics Periodicals in Hewes Library**

## II. SWOTS Analysis (Details)

### A. STRENGTHS:

1.) **an innovative, nationally-recognized Classics curriculum**

The triad courses in Classics, Latin, and Greek have been designed specifically for Monmouth College and the special mission of Classics within the institution. This curriculum enables a small number of faculty to generate sufficient course variety for majors in Classics, Latin, and Greek while providing a rich selection of courses for all MC students.

2.) **flexible, caring, and inclusive curriculum**

The department has consciously designed a curriculum which de-emphasizes a graduated course program. (Only language courses have prerequisites and these are kept at a bare minimum.) The goal of the department is to offer as many courses as possible which are attractive to and useful for any student enrolled at Monmouth College.

3.) **integration of the Classics curriculum into the college's general education program**

Nearly every course offered by the Classics Department serves not only the needs of majors and minors but also various aspects of the general education program. The only Classics course which fulfills no gen-ed requirement is CLAS224 Word Elements.

4.) **healthy enrollments**

Courses offered by the Classics Department continue to have solid enrollments. CLAS/HIST240 Ancient Societies and CLAS230 Classical Mythology regularly close enrollment at 35 or 40 (depending upon the classroom available). Either of these courses could be offered twice a year instead of once and still have healthy enrollments. CLAS210 Ancient Literature tends to attract slightly fewer students (c.15), but this is still a reasonable size for a course of that type. Language classes are thriving. For a school of this size, enrollments in elementary and advanced language classes, especially in Latin, are comparable to those at much larger institutions. Enrollments in Latin and Greek language courses are also good. The

department is particularly encouraged that a large number of students enrolled in Latin 102 and Greek 102 have opted to continue their language study beyond the level necessary to fulfill the foreign language requirement. These students will take Directed Readings 201 next fall. Even students who are not planning to continue their study of Latin beyond the 102-level have noted in their course evaluations the benefits of their study of Latin.

5.) **high visibility among high school Latin programs**

Several factors make the Monmouth College Classics program well known to high school teachers in Illinois and in other parts of the country:

- a.) Tom Sienkewicz' active involvement in the Illinois Classical Conference (ICC) and in the Classical Association of the Middle West and South (CAMWS);
- b.) the Fox Writing Contest, which typically attracts hundreds of entries from high school students all over the country;
- c.) departmental hosting, at least once every four years, of the Illinois Latin Tournament, which brings several hundred high school students on campus; and
- d.) the recently established Latin Performance Scholarship.

**B. WEAKNESSES:**

1.) **Staffing**

The Department of Classics continues to offer its program with insufficient staffing and little curricular support from other departments. In the past ten years staffing changes in other departments have made the staffing/curriculum ratio in Classics very tight and more difficult to manage. The sole full-time Classicist receives only occasional part-time teaching assistance in elementary Latin. Only the History Department offers courses which complement the Classics curriculum.

In particular, the department needs to regularize the offering of Elementary Greek, which has been offered in recent years only sporadically. When it has been offered, enrollments in Elementary Greek have been impressive compared with national statistics and illustrate continuing student interest. If Greek were offered every other year, it is more than likely that enrollments would actually increase.

In order to maintain the program and accomplish the mission of the

department, Tom Sienkewicz continues to teach annual overloads of 25-26 semester hours. Enrollments in these courses range from Classical Mythology with 35-40 students to Directed Readings courses in Latin or Greek with 1-10 students. Such an overload is not healthy for the instructor, the institution, or the students and simply cannot continue indefinitely. Increasing demands upon the time and responsibilities of departmental chairs only exacerbate this problem.

## 2.) **Technological Limitations**

The department was hampered during the 1996-1997 academic year by several striking technological limitations within the institution:

- a.) inability to use the World Wide Web to post syllabi and course materials which could attract students to Monmouth College and to its Classics program;
- b.) lack of access to Web, internet, and other electronic resources (such as *Transparent Language* for Latin) in the classroom; and
- c.) no access to *Perseus*, a powerful interactive computer program designed at Harvard University to bring a wide range of computer-generated text and image resources into the Greek civilization and literature classroom. Most, if not all, comparable Classics programs at small liberal arts colleges are already using *Perseus* in the classroom. Monmouth College does not. (*Perseus* requires MacIntosh hardware.)

## C. **OPPORTUNITIES:**

### 1.) **Word Elements CLAS224**

Enrollments in this course have been gradually increasing in recent years, thanks in large part to Education students. This course, which fulfills no general education requirements, should probably be taught every semester instead of once a year. Next year's course, in fact, closed before registration of freshmen began, yet this is just the type of course which may suit the curricular needs of freshmen. In this course students learn word roots, prefixes, and suffixes which enable them to decipher unfamiliar and more challenging words encountered in their other courses.

## 2.) **State Latin Tournament 1998**

Every three or four years the Classics Department has hosted the Illinois Latin Tournament, which brings on campus c.200 high school students whose performance in regional competitions has made them eligible to compete at the state level. The department looks forward to hosting this tournament in April, 1998. Hosting this program gives the college excellent visibility among high school Latin students and their teachers and is an excellent recruitment tool for the college in general, even if it may not attract large numbers of Classics majors.

## 3.) **Trip to Rome in 1998**

The Department of Classics is planning a study tour to Rome during spring break in March, 1998. The tour hosts will be Tom Sienkewicz and Tom Watkins, professor of history at Western Illinois University. This trip is open to all Monmouth College and Western Illinois students, as well as to alumni and the general public. Monmouth College students can earn optional credit by enrolling in CLAS241 Ancient Societies: Rome. The department is excited about the educational opportunities this trip offers to the Monmouth College community and about the ties this trip encourages with Western Illinois University.

## D. **THREATS:**

### 1.) **Growing institutional emphasis on major programs**

The curriculum of the Department of Classics is specifically designed to address equally the needs of general students and majors/minors, yet, in order to justify programs and budget requests, more and more emphasis is being placed at Monmouth upon the number of majors.

The Department of Classics urges the college to evaluate departmental programs in a variety of ways. In addition to professional and career preparation via majors and minors departments can make significant contributions to the general education of students and to the general life of the college.

### 2.) **Internationalization of the MC Curriculum**

The growing and legitimate concern to insure that MC students develop a sense of the international and global community often fails to recognize the role Classics has traditionally played in such a curriculum. Curricular conversations concerning international and foreign language



studies do not but should include the Classics Department, which has represented a significant international perspective at Monmouth College for 141 years.

### 3.) **Lack of Financial Backing for AIA by the College**

The Western Illinois Society of the Archaeological Institute of America has sponsored a variety of events on campus since its inception in 1985 (See Addendum D: Ten-Year Retrospective). The 1996-1997 AIA lectures were well attended and often integrated into a variety of courses in art, classics, history, and comparative societies. These lectures are subsidized in large part by memberships in the local society. The national organization, which arranges many of these lectures, has expressed concern in writing about the small number of memberships in the local society. Unless membership increases, this valuable resource may be lost to the college.

### 4.) **Elimination of Classics Periodicals in Hewes Library**

In 1984 the Hewes Library subscribed to only *Classical World* and *Classical Outlook*, which are certainly the two most basic journals for an undergraduate library. Since Tom Sienkewicz subscribed to the same journals, such duplication seemed unnecessary. Therefore, it was arranged that he would donate to the library his subscriptions (both back and current issues) not only to *Classical World* and *Classical Outlook* but also to *Classical Journal* and the *Transactions of the American Philological Association* provided that the library picked up, in exchange, four journals to which neither the library nor he subscribed: *Classical Philology*, *American Journal of Philology*, *Helios*, and *Phoenix*. This was a good deal for Monmouth college students and the library, which got eight subscriptions for the price of four. All this was done at a time when periodicals were not separated from the rest of the departmental library allocations. Now they are. The library is now proposing to cancel its subscription to *Phoenix*. This decision jeopardizes the now long-standing arrangement with Tom Sienkewicz.

Two points are worth noting here: 1.) Unlike journals in other fields, classics journals never go out of date. Classicists are still consulting articles written a century ago and benefitting from the great scholars of the past. So purchasing Classics journals is more like purchasing books than *Time* magazine. 2.) The new electronic periodical resources do absolutely nothing to offset the loss of a classics journal. Classics is therefore giving up a journal for nothing in return.

NOTE: On June 12, Tom Sienkewicz met with Janice Kemp and together they worked out an arrangement to keep the subscription to *Phoenix* for the 1997-1998 academic year. This is a stop-gap measure, not a long-term solution. Further discussions will have to take place next year to resolve this matter more permanently.

### III. Summary of 1996-1997 Issues and Achievements

#### A. The Academic Year (1996-97) At a Glance:

This summary is based upon data generated by the Office of the Registrar (See Addendum C).

FTE:		1.33
Semester Credits Generated:		38.00*
Tom Sienkewicz	27 credits	
Virginia Hellenga	8 credits	
William Urban	3 credits	
Number of Registrations:	Fall	79*
	Spring	118*
Number of Credit Hours Generated:	Fall	272.00*
	Spring	365.00*
Number of Advisees:		28
Number of 1997 Majors Graduating:		1
Number of 1997 Minors Graduating		0
Entries in Fox Classics Writing Contest:		552
Number of high schools participating		69
Number of states represented		25
Number of lectures sponsored by Classics Dept.:		10

\*includes students enrolled in Freshman Seminar, HIST240, and HIST212

#### B. Analysis

Analysis of enrollment data for the Classics Department is complicated by several factors. Two courses (CLAS211/212 and CLAS240) are cross-listed in the History Department. Generally, Classics data includes enrollments in these courses. Data for Freshman Seminar and ISSI courses taught by members of the Classics Department are also added.

While the college supports one full-time Classicist, Bill Urban contributes one three-credit course to the program. For several years, the college has hired Virginia Hellenga on a part-time basis to teach Elementary Latin 101 so that Tom Sienkewicz can teach Freshman Seminar in the fall semester. In 1996-1997 she taught Elementary Latin 102 so that Tom could teach Greek.

Approximately 1.7% of all registrations at Monmouth College are in the Classics Department. This percentage could be higher if courses could be taught in larger classrooms. The capacity of the Capron Classics Room (Wallace 115) is thirty students. Occasionally the department has opted to move popular courses like "Classical Mythology" (CLAS230) and "Sport and Recreation in the Ancient World" (CLAS240) to larger classrooms such as the Art Lecture Room in McMichael Academic, where 40-45 students can be enrolled. Teaching these courses to a larger number of students changes the nature of the course and its assignments and is thus not always ideal. **Furthermore, the college offers little incentive to departments or to**

**instructors to take on the additional responsibilities associated with teaching larger classes.**

Enrollments in two Classics courses, Classical Mythology (CLAS230) and Word Elements (CLAS224) are consistently at maximum capacity and both courses usually generate a significant waiting list during registration. Ideally, these courses should be taught both semesters instead of once a year, but the department cannot offer these additional sections without an increase in staffing.

**C. Significant Events of 1996-1997 Academic Year****1.) Scientific Terminology.**

In the fall of 1997 the department petitioned the Curriculum Committee to teach, on an experimental basis, a one-credit course on Scientific Terminology as a supplement to Word Elements CLAS224. This course will be offered for the first time in the spring semester of the academic year 1997-1998.

**2.) Elementary Greek.**

Elementary Greek was offered during the academic year 1996-97 for the first time in three years. Eight students enrolled and six completed the second semester. In order for this course to be taught Ancient Literature CLAS210 was not offered this year and Virginia Hellenga was hired to teach Elementary Latin 102.

**3.) Participation in Freshman Seminar.**

The department is pleased to continue its participation in the freshman seminar program, provided that funds are provided for Virginia Hellenga to teach Elementary Latin 101. The advantages of this arrangement are summarized in the 1995 SWOTS report. The department is pleased that its participation in Freshman Seminar will increase in the fall semester of 1997-1998, when Virginia Hellenga will also teach a section of the course.

**5.) Classics Lectures.**

The department sponsored a number of public lectures in 1996-1997. These lectures are offered as part of the department's mission to bring the Classical world to the college community at large. They also enhance the curriculum and expose Classics students to broader perspectives and more diverse points of view than a small staff can generate by itself. Most notable was the Twelfth Annual Fox Classics Lecture in February, 1998, presented by Dr. Deborah Davies of the University of Michigan and a former instructor in the department. Entitled "Myth, Media, and Culture: Odysseus on the Baseball Diamond" Professor Davies' lecture was based on Bernard Malamud's novel *The Natural* and Barry Levinson's film adaptation and was designed to complement this year's Classical Mythology course on the use of myths in the twentieth century. In the spring semester, Mr. Steve Pilewski gave a presentation entitled "And Scheduled Intermediate Stops: Classical Mythology and the Burlington Railroad" to both the Classical Mythology class and to Simon Cordery's "Industrial Analysis: Railroads" course. Such interdepartmental collaboration among departments is always a goal of the Classics Department.

Another special event for the department was the visit of Professor David Raeburn of Christ Church College, Oxford, in October, 1996. Professor Raeburn gave two public presentations during his visit, a one-hour presentation on the live production of Greek tragedy

and a recital of Greek and Latin poetry in the Capron Classics Room in Wallace Hall. He and his wife were the dinner guests of student members of the Gamma Omicron Chapter of Eta Sigma Phi, the national classics honorary society. He also had the opportunity to meet with Monmouth College students.

During the 1996-1997 academic year the Western Illinois Society of the Archaeological Institute of America sponsored eight events, six of them on the Monmouth College campus. Attendance at these events is typically over forty. Several instructors incorporate these events into their syllabi and either encourage or require students to attend.

#### 6.) Student Accomplishments.

The Department of Classics recognizes the importance of honoring student accomplishments and makes special effort throughout the academic year to give students recognition. During the 1996-1997 academic year, the following students were inducted into the Gamma Omicron Chapter of Eta Sigma Phi, the national Classics honorary society, for the excellent work in Latin and ancient Greek: Andrea Bostwick, Leonard Cassidy, Neil Dahlstrom, Marlon Layton, Jill Meeker, Kimberley Perham, Amie Roberts, Julia Sienkewicz, and Kathryn Whitver.

Andrea Bostwick and Kathryn Whitver both received silver medals and *maxima cum laude* recognition on the National Latin Exam. Jennifer Grandchamp earned a *magna cum laude* certificate and Megan Oslak a *cum laude* certificate on the same exam. Chad Simpson and Julia Sienkewicz both earned green ribbons for the performance on the National Greek Exam, which was administered at Monmouth College for the first time this year.

Neil Dahlstrom was the winner of the 1997 Harold J. Ralston Classics Writing Contest for his dramatic recreation of the myth of Oedipus. At Honors Convocation Andrea Bostwick was awarded an Eta Sigma Phi silver medal for her outstanding work in Latin and Anna Dybis was given the Classics Department award for best work in the department.

#### 7.) Foreign Language Teaching Standards

Tom Sienkewicz continues to represent the department and the college in Illinois State Board of Education discussions about foreign language teaching standards for the state. For two years he has worked on an ISBE task force to write draft standards which have gone through a series of revisions, including a major public review during the summer of 1996. In October of 1996 he was asked by WMEC22 in Springfield to participate in a televised panel discussion on these state educational standards. At a joint meeting of Illinois and Missouri foreign language teachers in St. Louis in November, 1997, he gave a classicist's view of these standards, their history, and evaluation. Work on revisions has continued into 1997 and a final draft may appear in the summer of 1997.

#### 8.) Student Memberships in AIA.

Despite its own financial precariousness (described under "Threats," D3), the Western Illinois Society of the Archaeological Institute of America used the proceeds of the English Banquet it sponsored in honor of the opening of the New Globe Theatre in London to purchase two student memberships in AIA for Monmouth College students, Anna Dybis and Neil Dahlstrom. The society hopes to be able to continue this practice in the future.

**9.) 1997 Trip to Rome**

During spring break Bill Urban took a group of Monmouth College students to Italy. Some earned academic credit. All benefited from the trip and were able to share their experiences with the college community in a number of public slide presentations. The success of this trip has encouraged the department to sponsor a study tour during spring break again next year (See "Opportunities," C3).

**D. Tom Sienkewicz' Professional Activities, 1996-1997****Book Published:**

*A Festschrift in Honor of Charles Speel*. Co-edited with James Betts. Monmouth College Publishing, 1997.

**Book Manuscript Completed:**

*Theories of Myth: An Annotated Bibliography*. Forthcoming with Scarecrow Press, 1998.

**Articles and Book Reviews:**

Review of Mitchell, William J. *City of Bits in Magill's Literary Annual 1996* (Salem Press), 112-115.

"Plautus," revised for *Cyclopoedia of World Authors, Revised Edition*, edited by Frank N. Magill, Salem Press (1997), 1610-1611.

"Terence," revised for *Cyclopoedia of World Authors, Revised Edition*, edited by Frank N. Magill, Salem Press (1997), 1987-1988.

**Papers read at professional meetings:**

"Classics in Cartoons," an illustrated lecture at the Wisconsin Association of Foreign Language Teachers Conference, Appleton, Wisconsin, fall 1996.

"Report on the 1996 Goals for Education: A Latin Teacher's Perspective," joint meeting of the Illinois Classical Conference, the Missouri Classical Association, the Illinois Council for the Teaching of Foreign Languages, and the Missouri Council for the Teaching of Foreign Languages, St. Louis, Missouri, fall 1996.

**Professional Meetings Attended:**

Illinois Classical Conference (ICC), Classical Association of the Middle West and South (CAMWS), American Philological Association (APA), Archaeological Institute of America (AIA).

**Current Professional Offices Held:**

Chair of ICC Endowment Committee

Member of the APA/ACL Joint Committee on Classical Education

Editor of *ERATO*, a newsletter for ACM/GLCA Classicists and their friends

CAMWS Vice President for the Lake Michigan Region

Chair-designate of the CAMWS Committee for the Promotion of Latin

Member of the rewrite team for foreign language teaching standards, Illinois State Board of Education

President Emeritus of the Illinois Classical Conference

**Award:**

Outstanding Regional Vice-President, Classical Association of the Middle West and South, 1997.

**Work in Progress:**

*Classical Sculpture in Florence: A Walking Tour*, in manuscript

The *Sunjata: A Literary Study of a West African Oral Epic in Multiform*, in manuscript

translation of the Latin passages for an English translation (with commentary) of *Histoire naturelle des Animaux, des Plantes, et des Minéraux qui entrent dans la Composition de la Thériaque d'Andromachus* by Moïse Charas (Paris, 1670). In collaboration with Bernardine Paulshock and Anne W. Sienkewicz, in manuscript.

**Professional Service at MC:**

faculty secretary, 1994-present

coordinator of Western Illinois Society of the Archaeological Institute of America

member of Information Systems Sub-Committee, 1995-present

member of General Education Task Force, 1996-present

member of the Teaching Technology sub-committee, 1995-present

**IV. Plans, Goals, and Initiatives, 1997-2000**

The department anticipates no change in its mission to offer a Classics program which serves all the students in the college, not just majors and minors. The small number of majors or minors in the Classics Department may not increase, but a wide variety of student constituencies continue to be served through the department, especially through the general education program.

The department also plans to continue its traditional outreach to high school teachers and students, especially through involvement in the Illinois Classical Conference and the Classical Association of the Middle West and South. In 1998 the department will host the Illinois State Latin Tournament which will bring on campus several hundred high school students from around the state.

The department also will continue its support of the Western Illinois Society of the Archaeological Institute of America, which brings several lectures on campus each year. These lectures enhance and support various aspects of the Monmouth curriculum. They also provide some inspiration for students interested in pursuing a career in archaeology. These archaeology lectures are also attended by members of the public, some of whom travel from as far away as Peoria, Macomb, and the Quad Cities.

The department is also eager to continue its participation in the Freshman Seminar program, provided that additional staffing support is available.

Elementary Greek (GREK101/102) presents continuing concern. The department plans to request funding to offer these courses on an alternate year basis. The next year these courses should be offered is in 1998-1999.

In the next five years the department is eager to increase its use of computerized educational resources in the classroom. The college already owns some excellent Latin resources in software called *Transparent Language* as well as the electronic *American Heritage Dictionary*, but the department can only use this material effectively if it can be brought into the classroom. The department would like access to equipment necessary to use this software in the Capron Classics

Room (Wallace 115). This activity requires the purchase of the computer hardware listed in Part V.

If such hardware is purchased, then the department would also like to purchase the *Perseus* computer program mentioned in Part I. Supplementing this program are a variety of laserdisc images. With the ability to use *Perseus* in the classroom, the Monmouth College Classics Department will be on equal technological footing with other ACM schools like Knox, Lawrence, and Beloit, all of which use *Perseus* regularly in teaching contexts.

## **V. Projection of Budgetary Implications for 1998-1999.**

None of the department's budgetary requests for 1997-1998 were funded. The needs remain and the following requests will be resubmitted for the next budgetary process.

### **A. Staffing.**

Two models are proposed. The first is preferred.

#### **Model A: 1.0 FTE Model**

See Addendum B for details.

Originally proposed for the 1995-1996 budget process.

#### **Model B: Part-Time Assistance Model**

Variations of this model have been used for the last three years.

- 1.) instructor for Elementary Latin I (LATN101) so that Tom Sienkewicz can teach Freshman Seminar.
- 2.) instructor for Elementary Latin II (LATN102) so that Tom Sienkewicz can teach Elementary Greek II (GREK102) in the spring semester. One regular Classics course, probably Ancient Literature (CLAS210), will not be offered in order for him to teach Elementary Greek I (GREK101).

### **B. Instructional Computer Hardware and Software.**

The purchase of computer hardware necessary for computerized instruction in the Capron Classics Room (Wallace 115). The department has been requesting such funding for at least a decade. The need remains and is getting more pressing. Such equipment includes:

- 1.) a MacIntosh computer with monitor and CD-ROM;
- 2.) equipment to project the computer image onto an overhead projector;
- 3.) laser-disk player and hook-up to computer;
- 4.) a cart to move this equipment from room to room

Purchase of a projection screen would not be necessary for use of this equipment as a large screen is already mounted in the Capron Classics Room.

In addition, the department would like to purchase the following software:

- 1.) the *Perseus* Classics computer software;
- 2.) a variety of laser-disks with images of Classical artwork, artifacts, and sites

**C. Financial Support for the Western Illinois Society of AIA.**

Funding to support the continued presence of the Western Illinois Society of the Archaeological Institute of America on the Monmouth College campus is imperative because, as noted under "Threats" D3, the small number of memberships in this society jeopardizes the existence of this organization which brings nationally known speakers on campus at small cost.

The department requests college funding to support \$1000.00 worth of memberships in this society on an on-going basis.



### **Addendum A: North Central Planning Report**

**Initiative:** During the 1996-1997 academic year, the Department of Classics successfully petitioned permission from the Curriculum Committee to offer, on an experimental basis, a one-credit supplementary course on Scientific Terminology to complement Word Elements CLAS224. This course will be offered in the spring semester of 1997-1998.

**Goal:** This course expands the department's efforts to serve broad constituencies in the college by addressing the specific needs of students in scientific fields.

**Evidence:** Tom Sienkewicz has been teaching Word Elements at Monmouth College since 1984. The course has always had a short unit on scientific vocabulary, but in personal comments and in course evaluations science students often looked for more emphasis on this material while non-scientific students argued for less. In order to accommodate both groups, it seemed appropriate to separate the material.

## Addendum B

### A. The 1.0 FTE Model for V. Projection of Budgetary Implications for 1998-1999.

The Department of Classics requests a full-time position in ancient history (classics) and African studies (history) for the 1997-98 academic year. The purpose of this request is to add the following to the curriculum:

two courses in African Studies	6 credits	every year
two sections of Freshman Seminar	8 credits	every year
ancient Elementary Greek	8 credits	in even years
Word Elements/Classical Mythology	6 credits	in odd years

A teaching appointment in ancient and African history would enable the college to strengthen the college's curricular offerings in diversity and minority topics. Classicists are traditionally well-read and educated in history and historiography. Bill Urban teaches one ancient history course every year (HIST211/212) which cross-lists in Classics and Tom Sienkewicz annually teaches ancient societies (CLAS240) which cross-lists in history. Three years ago the college had on the faculty a Fulbright Scholar (Gabriel Adeleye of the University of Maiduguri in Nigeria). While at Monmouth Professor Adeleye taught courses in both the Classics and History Departments.

#### Needs filled by this request:

- 1.) the continuance of African Studies courses after Doug Spitz's retirement

The Curriculum Committee has expressed concern about maintaining the presence of Africa in the curriculum since the retirement of Doug Spitz in 1995. This appointment would represent institutional commitment to African Studies and a .5 FTE increase in history.

- 2.) support for Freshman Seminar

Currently Classics can participate in Freshman Seminar only with part-time hire for LATN101. This staffing increase would ensure two sections of Freshman Seminar taught by Classicists every year: one by Tom Sienkewicz and one by a new hire. In years when fewer sections of Freshmen Seminar are needed, these slots could become Comparative Societies or ISSI courses, which Classicists and historians could also teach.

- 3.) continuing the presence of Greek language courses in the curriculum

Before 1993 the Classics program received significant teaching support from other departments. Traditionally there have been on the faculty people who could and did teach ancient philosophy, ancient history, and ancient Greek. Of these people, only Bill Urban still teaches any classics (History of Greece and History of Rome). With Bill Amy's retirement in 1993 there is no one left on the faculty who can teach Greek except Tom Sienkewicz who is already teaching a full load of courses. Greek is an integral part of any Classics curriculum. At other institutions with Classics programs, this language is typically taught annually, even to very small groups of students. The Classics Department at Monmouth is convinced that elementary Greek would quickly attract an enrollment comparable to elementary Latin, i.e., 15-20 students, provided

that it is offered regularly.

4.) increasing the number of elective courses which are attractive to students by offering an additional section of Word Elements or Classical Mythology every year.

Instead of offering elementary Greek annually, however, the Classics Department proposes that the language be offered only every other year and that additional sections of Word Elements or Classical Mythology be offered on a regular basis. Currently both of these courses are offered only once a year and typically close at 30, the capacity of the Capron Room. Word Elements is a popular elective. If both of these courses were offered every semester, they would, most likely, fill every semester.

#### **How this position would be configured:**

1.) Tom Sienkewicz would teach two or three courses per year for the History Department, including at least two courses in African Studies in addition to CLAS240/HIST240 Ancient Societies, which he already teaches every year.

Tom Sienkewicz came to Monmouth College with a professional and teaching interest not only in the Classics but in Africa, and especially in the oral traditions of West Africa, specifically the *Sunjata* epic. He has continued to do research in this area despite the heavy demands of his teaching schedule and despite his primary interest in the ancient Greco-Roman world. He is probably one of the few non-Africanists in this country who has done any serious research on *Sunjata*. Tom is the recipient of a 1987 NEH summer stipend which enabled him to pursue his research on *Sunjata* and to travel extensively in West Africa, especially Mali. While Tom has never been able to pursue these interests in the classroom at Monmouth College, he remains ready and eager to offer a course at Monmouth on traditional epics in Africa, not only *Sunjata* but also other traditions on the continent.

He has already developed a course entitled "Africa in the Ancient World" under CLAS240 Ancient Societies and has taught this course twice with remarkable success. The syllabus for this course examines not only ancient Egypt and Roman Africa, but other African cultures of the ancient Nile basin, including the ancient kingdoms of Nubia and Meroe. With some advance preparation time for course development, Tom is also willing to teach a general history of Africa from prehistory to the present.

Tom Sienkewicz came to Monmouth in 1984 from Howard University, where he had nine years of experience teaching at the premiere African-American institution of higher learning in the United States. He remains eager for Monmouth to take advantage of this special background.

In this model, Tom Sienkewicz would teach at least two African Studies courses and a section of Freshman Seminar every year and would be considered .5 FTE in history and .5 FTE in Classics.

2.) The college would hire a second Classicist, who would teach Freshman Seminar every year but who would otherwise be full time in Classics.

With 1.5 FTE the Classics Department would be able to maintain the present Classics curriculum, insure that the Greek language is offered every other year, and add sections of Word Elements or Classical Mythology.

It would be appropriate in hiring this classicist to seek out someone who could bring special teaching interests in broader areas like comparative mythology, gender studies, ancient philosophy, archaeology, anthropology, or religion. It is not unusual to find classicists well trained in one or more of these fields.

Recent temporary hires in classics are useful models here:

1.) Albert Watanabe, a classicist who taught as a sabbatical replacement in 1987-88, is an expert on comparative mythology, and especially the mythologies and religions of India.

2.) Deborah Davies, a classicist who taught as a leave replacement in 1992-93, is also a scholar of gender studies, especially the role of women in the ancient Greek and Roman worlds.

3.) Leonard Wencis, a classicist who taught as a sabbatical replacement in 1994-95, holds a degree in comparative literature and is able to teach a variety of courses in English, theatre, and world literature.

3. This arrangement also ensures the regular participation of Classics in Freshman Seminar. It assumes that the part-time monies used in recent years to hire someone to teach LATN101 in order to release Tom Sienkewicz for Freshman Seminar would no longer be necessary. Furthermore, one additional section of Freshman Seminar is gained by counting the new hire. These two Freshman Seminars (8 semester hours) are divided evenly between classics and history in the description of this position as half-classics, half-history.

### Current Annual Classics Offerings

LATN101/102	Elementary Latin	8 credits
LATN201 (2 sections)	Directed Readings	2 credits
GREK201 or CLAS201 (2 sections)	Directed Readings	2 credits
CLAS224	Word Elements	3 credits
CLAS210	Ancient Literature	3 credits
CLAS230	Classical Mythology	3 credits
CLAS240	Ancient Societies	3 credits
	<b>TOTAL</b>	<b>24 credits*</b>

INTR101 only offered if replacement for LATN101 is available.

### Proposed Annual Offerings

(Additions indicated in bold.)

	SIENKEWICZ	
<b>GREK101/102</b>	<b>Elementary Greek</b>	<b>8 credits#</b>
LATN201 (2 sections)	Directed Readings	2 credits
HIST240/CLAS240	Ancient Societies	3 credits
<b>HIST--African Studies</b>	<b>two new courses</b>	<b>6 credits</b>
<b>INTR101</b>	<b>Freshman Seminar</b>	<b>4 credits</b>
	<b>TOTAL</b>	<b>23 credits</b>

#in alternate years replaced by CLAS224 and CLAS230

	NEW POSITION	
LATN101/102	Elementary Latin	8 credits
<b>GREK201 (2 sections)</b>	<b>Directed Readings</b>	<b>2 credits</b>
CLAS210	Ancient Literature	3 credits
CLAS230	Classical Mythology	3 credits
CLAS224	Word Elements	3 credits
<b>INTR101</b>	<b>Freshman Seminar</b>	<b>4 credits</b>
	<b>TOTAL</b>	<b>23 credits</b>

**Justification for 1.0 FTE Model:**

One FTE cannot be expected to run the Classics Program indefinitely. Teaching 24-30 semester hours every year plus doing all the other things which have to be done in order to make this program successful would send any single FTE to an early grave. The only reasonable solution is to increase the FTE in Classics by one.

The status quo simply cannot continue. The current staff cannot do what it has been doing indefinitely. The department is currently working at over capacity in terms of both personnel and room size. Several courses, such as Classical Mythology or Word Elements, could be offered every semester if there was more staff.

Downsizing the program would have little effect on the department, since the triad program is organized in such a fashion that all aspects of the curriculum complement each other. For example, elimination of the Greek major, which currently draws no students, would not affect course offerings, since no courses are offered which serve only Greek majors. The same can be said for all other courses in the department.

While some courses, especially Word Elements and Classical Mythology, could be taught to much greater number of students in a larger classroom context, this is probably not realistic in terms of faculty-student interaction and personnel, who are already working at full capacity. On the other hand, both of these courses are attractive to more students than those who are able to enrol. The department could easily offer both of these courses every semester (and thus double the number of students taking these courses annually), but this would require additional staffing.

A strong case can be made for an additional full FTE in Classics. With such a staffing increase the department would generate at least the following 22 additional credit hours per year: two sections of freshman seminar (8 credit hours), one section of Word Elements (3), one section of Classical Mythology (3) and Elementary Greek 101/102 (8 credit hours).

A back-up proposal would be to provide the program with support from other FTE. Over the past two decades the department has lost significant support from other departments, including Philosophy, Religious Studies, and Psychology. There would be less need to hire a second full-time Classicist if the college took seriously an effort to hire new staff with inter-departmental interests which include the classics. What the Classics program really needs is a core of faculty across the college who not only have a commitment to the teaching of Classics on campus, but who also have the expertise to make it happen.

## **Latin Teaching Standards**

Thomas J. Sienkewicz  
Monmouth College  
Monmouth, Illinois

At the annual meeting of the Classical Association of the Middle West and South (CAMWS) in Charlottesville, Virginia, in April, 1998, the Committee for the Promotion of Latin sponsored a pedagogy panel on Latin Teaching Standards. The goal of this panel was to illustrate some ways that Latin and Greek teachers have responded to trends at both the state and national level to develop teaching standards for our schools. Participants were Danetta Genung of Glenn High School in Kernersville, North Carolina; Sue Robertson of Midlothian High School in Midlothian, Virginia; Carol Ihlendorf of Sycamore High School in Cincinnati, Ohio; and Kathryn A. Thomas of Creighton University in Omaha, Nebraska. CPL Chair Thomas J. Sienkewicz was the organizer and moderator of the panel. Each of these participants was involved in writing or using foreign language teaching standards in their states and at the national level. In their presentations they described their experiences, summarized their state standards, and offered some advice to Classicists who face similar tasks in their own states. The purpose of this article is to make more widely available some of the information disseminated at this panel.

If your state or province has developed such teaching standards, please send a copy to Dr. Thomas J. Sienkewicz, Department of Classics, Monmouth College, Monmouth, Illinois 61462. Office Phone: 309-457-2371; FAX: 309-457-2310; E-mail: [toms@monm.edu](mailto:toms@monm.edu). Anyone interested in learning more about foreign language teaching standards is encouraged to consult the attached preliminary bibliography and/or to contact the CPL Chair.